

9.W.1.1 Students can write a thesis statement for an expository or persuasive document.

Learning targets to meet this standard:

- Identify expository writing
- Identify persuasive writing
- Identify thesis statements

Verbs Defined:

Key Terms Defined:

- Thesis - main idea
- Expository – writing that explains
- Persuasive - writing that convinces

Teacher Speak:

Students can write a thesis statement (main idea) for an expository (writing that explains) or persuasive (writing that convinces) document.

Student Speak:

I can write a main idea (thesis statement) for writing that explains (expository) or writing that convinces (persuasive) document.

Examples:

Possible resources/references:

9.W.1.2 Students can **revise** a document for sentence fluency.

Learning targets to meet this standard:

- Identify and implement various sentence patterns

Verbs Defined:

- Revise – to restructure a piece of writing

Key Terms Defined:

- Fluency – the rhythm and flow of the language
- Sentence patterns – using phrases and clauses at different positions in subsequent sentences to enhance meaning and reader interest

Teacher Speak:

Students can revise a document (restructure a piece of writing) for sentence fluency (the rhythm and flow of the language).

Student Speak:

Students can restructure a piece of writing (structure a document) for rhythm and flow of the language (sentence fluency).

Examples:

Possible resources/references:

9.W.1.3 Students can write an informational document using primary and secondary sources that are listed on a reference page.

Learning targets to meet this standard:

- Identify primary and secondary sources
- Express ideas logically and correctly
- Discriminate source quality

Verbs Defined:

Key Terms Defined:

- Informational - factual
- Primary sources – original person or text from which idea, concept, or research came
- Secondary sources – a reference that is quoting or interpreting information from a primary source
- Reference page- a listing of sources used to write the paper

Teacher Speak:

Students can write an informational (factual) document using primary (original person or text from which idea, concept, or research came) and secondary sources (a reference that is quoting or interpreting information from a primary source) that are listed on a reference page (a listing of sources used to write the paper).

Student Speak:

I can write a factual (informational) document using the original person or text to gather ideas or concepts (primary sources) and use references that quote or interpret information from a primary source (secondary sources) that are listed on a listing of sources used to write a paper (reference page).

Examples:

Possible resources/references:

9.W.2.1 Students can revise text for the correct use of phrases.

Learning targets to meet this standard:

- Identify prepositions
- Identify prepositional phrases

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can revise text for the correct use of phrases.

Student Speak:

I can revise text for the correct use of phrases.

Examples:

Possible resources/references:

WORKING DOCUMENT

9.W.2.2 Students can identify and incorporate prepositional phrases in the writing process.

Learning targets to meet this standard:

- Identify prepositional, verbal, and appositive phrases

Verbs Defined:

Key Terms Defined:

- Phrases – groups of related words that are used as a single part of speech that do not contain a subject or verb

Teacher Speak:

Students can revise text (to restructure a piece of writing) for the correct use of phrases (groups of related words that are used as a single part of speech that do not contain a subject or verb).

Student Speak:

I can restructure a piece of writing for the correct use of groups of related words that are used as a single part of speech that do not contain a subject or verb (phrases).

Examples:

Possible resources/references: